

Helping Islamic Higher Education Students Learn Listening Skills by Using Video-cast

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Abstract

Using educational technology in English language classrooms is still a major concern to enhance language teaching and learning processes. A key part of this is ensuring that students is relaxed, happy and engaged in learning during the process. This collaborative action research is design to enhance students' listening skills using technology in current practices. The researcher and collaborative teacher actively designed lesson plans, implemented the action, observed the action, and made reflection, which were conducted in two cycles in State Institute for Islamic Studies (IAIN) Palopo, Indonesia. The research instruments include note taking, questionnaires, and observation sheets which are used to collect data during the implementation of action research procedures, such as plan, implementation, observation and reflection. The study shows that the use of video-cast can enhance the students' listening skill and engage students to learn. The findings may contribute to EFL learners particularly in Indonesia, and EFL students in general around the globe.

Keywords: Listening skill, video-cast, classroom action research

Introduction

For many years, the use of technology in classrooms has become a factor affecting the teaching or learning process in many aspects, such as system, policy, teachers and students' quality. Some researchers have involved in those aspects to find out why the use of ICT (Information and Communication Technology) can lead to the higher quality in education. The education history indicates that the use of computers is successive innovation pursuing

effective, efficient and satisfying pedagogical practices. In order to realise the potential of ICT, secondary school in which students and teachers are taking into account to utilise technology during the teaching and learning practice. Teachers have firm demand to dig up the information technology from the online websites as media to facilitate classroom teaching process. Students can learn in many ways ranging from conventional to modern approach using technology-based learning approach, for example they may learn using various ways from the traditional-based approach to the more recent digital-based technology approach.

Nowadays, educators can begin to perceive the significance of computers as tools for teaching. Instructional software, for example, is a part of computer tools can be used to solve problems along with drilling, practicing, and tutorials. The progression of multimedia computers and the internet have dominated the function of technologies at schools. The learning from technology stands as a teacher.

The mission of English Education Program of IAIN Palopo is to train and prepare students to be competent English teachers. The objective of the teaching listening comprehension is based on its curriculum. It provides materials that involve four skills: writing, reading, listening and speaking skills. The language skills aim to improve communicative competence both oral and written forms. Listening comprehension is designed to focus on some micro skills. This is designed to develop the students' capacity to understand spoken English at intermediate up to pre-advance level, such as finding main ideas and details information; literal and inferential and critical narrative, descriptive and expository English; note taking and summarizing.

Based on the observation, the students still have difficulties to get the objective of the study successfully. Several factors are addressed to the problems faced by the students are the lack of students' linguistic knowledge and background knowledge. They have difficulties in grammatical knowledge including stress, intonation, and vocabulary mastery. The preliminary study revealed that the students were not provided with activities to help them apply their background knowledge in listening activities. The students get difficulties in understanding native speakers' speech and could not control the speaker's speech speed, and the majority of students are not very excited in listening activities. The students just listened to the cassette or CD that provided limited authentic and old fashioned material, the students are not actively involved in teaching listening process and also in selecting the material or self-learning style.

It is essential that in certain circumstances with certain students can make the learning and the teaching process more effective (Kennedy, 1983). Video that we usually watch as a technology product, not only has function as media for fun in our leisure time but also as media

for teaching English (Cahyono, 1997). In addition, Cahyono also states that using video and film can support interesting teaching-learning experience for teachers and learners as long as the application of the media are implemented constructively in various activities. The video will be used as students-centred. The use of video-cast from the Internet as a technological media is an alternative way of teaching English.

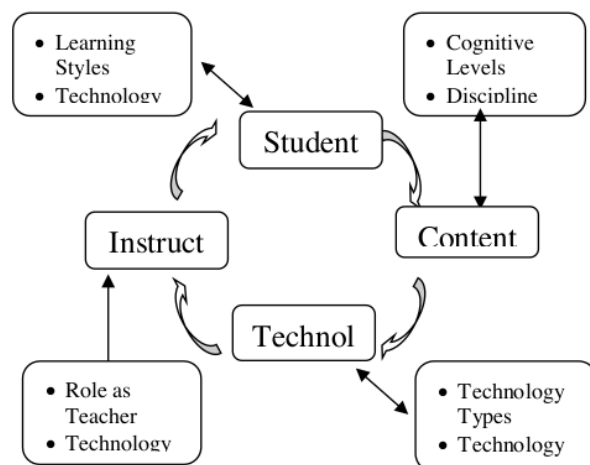
Kennedy (1983) points out that learning environment can make the teaching and learning process to more effective. The use of video plays an important role to motivate students learn, engaging them in a technology product. Teachers will experience positive and interesting activities using video integrated with various constructive activities (Cahyono, 1997).

This study is intended to give theoretical and practical contributions to the teaching of listening at IAIN Palopo through the use of video-cast. Theoretically, the data and information gained in this study will be useful for the learners and the teachers in the teaching and learning of listening inside and outside the class. Practically, the study result study is expected to give positive contribution to overcome the problems dealing with the teaching of listening through video-cast. The students who are involved in the process of using such a media could enhance their listening skill through a learning technique that can raise their motivation in improving their achievement in the listening.

Literature Review

Technology is regarded as a golden key to enhance an educational innovation. Ruggiero & Mong (2015). states that computers integration used in English classrooms can enhance the teaching activities in order to support better learning environment. According to the author, teacher and students can access tools and resources facilitating the construction of knowledge to understand new information that usually expand day by day. With the advanced technology, teachers and students can access any kinds of information they need.

Zhu and Kaplan (2001, cited in Shih, 2013) introduce a teaching model utilising technology described as following figures:



Teaching
With Technology

Figure 1 A Teaching Model with Technology

The figure above can be described as follows. Student, instructor, course content and technology tools are four major components of teaching with technology. In order to integrate technology successfully, the teachers need to consider the relation of the components. For example, the teachers can examine the content of the discipline and learning outcomes of certain topics. A teacher is able to manage their own experience using technological tools, their role and the time availability during the teaching process. They need to think carefully about the students' learning style, technology skill level and also technology access. The types and the use of technology also should be considered as important to think in order to get successful teaching and learning.

Another reason why technology is essential to support education quality is the integration of streaming multimedia such as RealPlayer and Windows Media Player. These are very helpful as they play automatically when they are encountered. What will we do with the power offered us by many kinds of Web and Internet? Current point of evidence is that the professional teachers are the teacher who can utilize the internet as a learning tool.

In this industrialized era, the teachers are required to use the Internet as media for getting authentic materials to prepare them to be lifelong learners. The use of internet, for example, it provides easy access to obtain various authentic learning materials that enable learners to interact with the real content and environment. Authentic materials from internet can be effectively used in class (Pinter, 2017). This can lead the students' motivation and

interest. A good example might be the students can gain deeper sense about culture around the world through visualizing through recorded materials in the Internet. The ability of teachers in using technology such as the Internet will develop learning autonomy. It can create self-study in and outside classes.

Technology also offers flexibility when delivering materials. The advent of material from the Internet places a new emphasis on the audio-visual in language teaching and learning. The teacher can set up the teaching materials and appropriate technique by using visual material, so the students can achieve good proficiency in understanding any subject learnt, and perhaps it can motivate them during collecting materials this interested in (Rivers, 2018). The teacher and students can collaborate in utilizing this media, so it can be used in and outside the classroom followed by assignments. The material designed should be short dialogue or monologue. For example, the use of Video-cast as supporting media such as audio, visual and technology that can be accessed through the Internet can help the learners improve their listening skill. It provides many materials in the form of video which can be downloaded through internet, so the students can play back on a portable device at a time convenient to listener (Erben, Ban & Castaneda, 2009).

To conclude, technology has largely been used in education to learn since years ago. It could convey information effectively for teachers and students which is building students' self-access or self-study. The integration of multimedia in the pedagogical process can enhance the education quality in higher education.

A. Teaching Listening Skill

When theorists defined learning and language in observable behaviour, the language model hypothesis was so different from now which is commonly accepted. Ghovanlou (1994) states that it was regarded that when listening processes could not be observed, listening was a passive skill. At that time, speaking was viewed as an active skill because the result of students' cognitive language process could be experienced.

In more recent theoretical models, the mind is viewed as an information processing system so that listening can be considered as an active process. Ji (2003) argues that a good listener is one who has good capability in interpreting. The students involved in the process of listening are actively processing and interpreting what they hear.

In language learning process, the students can get input when listening. If the students understand the input, the learning process will begin. The teachers mediate students to improve listening skill by developing useful listening strategies. It is very helpful for the students'

achievement when the teacher practices some activities given to the student (Vandergrift, 1999).

According to Saricoban (1999), to understand speech, it involves some basic process; some depend upon linguistic competence, previous knowledge, and psychological variables. The listeners need to have a continuous set to listen and comprehend as they hear the utterance. They may be assisted by several kind of set in processing and remembering the information transmitted. Its competence on linguistic allows him to acknowledge the heard utterances formatives.

The bottom-up and top-down processing are two main views have been dominating language pedagogy for several decades. Nunan (1997) explains that “the bottom-up processing model assumes that listening as a process of decoding the sound that one hears in linear fashion, from the smallest meaningful units (phonemes) to complete texts”. This idea describes that phonemic units are decoded. It is linked together in order to form words, words to form phrases, phrases to form utterance, and utterances to form complete meaningful texts.

The other view is top-down process. This view suggests that the listener is actively constructing or reconstructing the source/original meaning of the speaker. It uses incoming sound as a clue. The listener can use prior knowledge of situation and context within which the listening takes place to make sense of what the listeners hear (Nunan, 1997).

Vandergrift (2002) states that the process of bottom-up, top-down, and interactive are involved in listening comprehension.

Instead of the two processes, interactive process is becoming the alternative of listening process. The listener can use bottom-up processes when using linguistic knowledge to get the meaning of a message. It is beginning from the lower level of sounds to words then to grammatical relationship to lexical meaning in order to arrive at the conclusion of the message. Interactive process refers to the use of both bottom-up and top-down process. In other words, the learners use their linguistic knowledge and prior knowledge to understand message.

B. Video-cast

The use of technology is a challenging issue. It depends how teachers utilise the technology to facilitate teaching-learning process. Education system has utilised technology since years ago. Now, constructivist believes that technologies are more effectively used as media in constructing knowledge. The point is that technologies is a tool to consider and to learn with (Jonassen, 2003).

Videocast, sometimes called vod-cast, is digital file that contains authentic materials in the form of video (Herreid & Schiller, 2013). Video-cast with supporting media such as audio,

visual and technology that can be accessed through internet can help the learners to improve their listening skill. It provides many materials in the form of video which can be downloaded through internet, so the students can play back on a mobile device or personal computer at a time convenient to listener. Usually, video-cast is formatted in the digital format such as MP3 or MP4, which is published online and some of them is free to download. The audio-visual materials can be transferred or synced to portable device (McElearney, 2006).

Videocast offers flexibility and conveniently to support in or out of classroom activities. The advent of video-cast emphasise on the use of audio and visual researches during the pedagogical activities. The content is visual based (video) rather than audio (video or vod stands for video and cast stands for broadcast). The teacher can set up the listening teaching materials and appropriate technique by using videocast, so the students can achieve good proficiency in English, and perhaps it can motivate them during collecting materials this interested in. The teacher and students can collaborate in utilizing this media, so it can be used in and outside the classroom followed by assignments. The material designed should be short dialogue or monologue. Krashen (1983) reminds that learners may find difficult comprehend aural file of 30 minutes. Teacher and students can download the material has short duration and choose the appropriate students level of competency.

Finally, the use of video-cast as teaching learning media applied in and outside the classroom can motivate teachers and learners in improving teaching quality and students in improving the quality of teaching-learning listening. It is also flexible material that can be played back any place and any time. The setting of time frequency and the level students' ability provided in video-cast will help the students easy to learn. The use of video-cast covers the use of technology such as internet, computer, MP4, visual elements and authentic materials. Some examples of internet websites about video-cast are: www.vodcastion.ning.com, www.ello.org, www.videocast.com, www.youtube.com, www.lullabot.com/videocast, www.video.podcast.com, www.videocast.nih.gov, www.voanews.com, www.eslvideo.com, and so on.

Methodology

The research design is action research that is grounded on problem-solving approach. The research study is also called classroom-based research that is applied in the classroom setting. The research steps start from the problem encountered by a teacher in his/her classroom followed by a teaching process in repeated cycles (McTaggart, 1993).

The linking of the terms action and research shows how essential the approach in the future is, that is practicing the ideas as a means of development and as a means of empowering knowledge regarding teaching-learning activities. The outcome can improve quality of teaching at schools. Theory and practice is linked together. The ideas-in-action is the concept of action research (Kemmis & McTaggart, 1988).

There are some characteristics of action research in this study. The first, the design is to cope the problems in English classroom. The second, it is conducted in a cycle and will continue to the next cycle if the criteria of success have not been achieved yet. The third, it is conducted by applying a certain action that is the use of video-cast to develop the teaching of listening quality in the classroom. The action is intended to gain insight, reflective practice development, and affirmative contribution in the classroom environment, improving students' outcomes, and increasing students' motivation to learn. Ary, Jacobs, Razavieh & Sorensen (2006) state that action research can interpret events and enable individuals or groups to formulate a solution to local issues.

Implementing of the research, the researcher works together with the collaborative teacher to observe the action procedures. The collaborative work would improve the performance of the teaching and achieve the success of teaching requirements. The researcher acts as a teacher who teaches listening using video-cast, while the observer observes the activities during the action.

This research study entails of planned and systematic procedures that unfold through a several stages: i.e. plan, implementation, observation, and reflection in participatory and collaborative manner between the researcher and the teacher.

Findings

Overall Findings

Based on the data of the students' quizzes, it is found out that the students' listening skill was gradually improving. It shows there was a positive influence of video-cast toward the increase of students' skills in answering the quiz based on the listening video playing. Most of the students gradually gained good score at the end of meeting in each Cycle. The average score in preliminary analysis was 66.23; in the first quiz the average score was 69 and the average score in the second quiz was 74. More specifically, it turned out that the score of most students also improved. There were 19 students (63.33%) whose scores improved equal to or more than 61 in Cycle 1 and 26 (86.67%) in Cycle 2, there were 11 students (36.67%) whose score below 61 in Cycle I and 4 (13.33%) in Cycle 2.

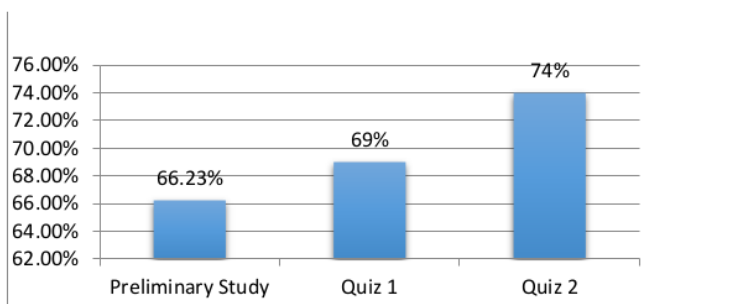


Figure 2 Students' Progressing Average Score

Regarding the students' response and actively involvement in 1st cycle, it has been revealed that the average score of students' responses was 81.87%. In Cycle 2, It was found that the average grade of participants' responses was 86.27%. The students' participation was 73.7 % in cycle 1 and 80.3 % in cycle 2. Those can be described in the following figure.

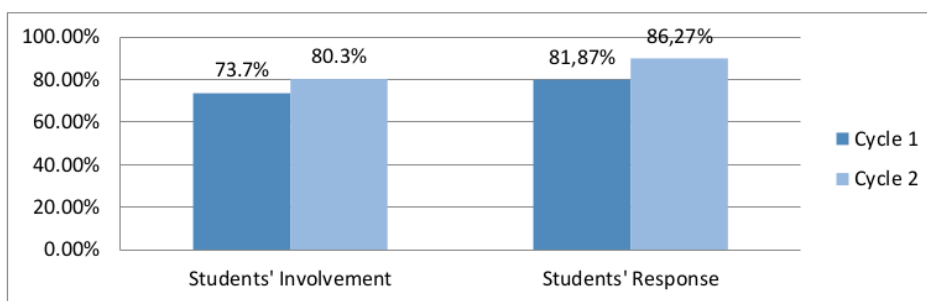


Figure 3 The Average of Students' Involvement and Total Number Students' Responses

Cycle Revision

There was slight revision in terms of teaching procedure and the way of students answer the worksheets using video-cast related to the note taking, finding main ideas and detail information, and summarizing. This was made by the researcher and his collaborator after conducting the cycle 1.

In cycle 1, the teacher asked students questions about the video screen of the topic including finding some important words and brainstorming on topic learned. Most students were difficult to relate the vocabulary with the topic discussion. Thus, adding some sentences in worksheets for listening exercises consisting of some important words or phrases related to the topic was a good way to activate students' schemata in pre-listening of cycle 2. The students would guess boldfaced phrases meaning and words then match every words or phrases with a definition or synonym from the list. The students worked in pair with their friend and did comparison work among them to check their answer.

In the whilst-listening in cycle 1, the teaching procedure were started by playing an English video from notebook (laptop) using LCD then distributing the worksheets after playing the video, then discussing and finding the main idea, detail information, and summarizing the topic then checking students' answer. These procedures were revised because most students were difficult to answer the questions. In the whilst-listening of cycle 2 was started by distributing the worksheets. This was intended to help students focus on the listening to find the possible answer. The next, the teacher played the video for the first time while asking students to make note taking. The students or groups listened to the video-cast while making notes then finding the main idea of the topic. The second video playing, the students or groups added their note and then used their notes to answer the detail information provided in worksheets and then summarize the information. The last activity in whilst-listening of cycle 2 was checking students' answer. It was possible to replay many times of the video as long as the students needed more clearly information.

The Teaching and Learning Process

This section elaborates three steps of listening process during the use of video-cast in the activity of listening skill. They are pre-listening, whilst-listening, and post-listening. This section provides detail finding in cycle 2, considered as the successful process compared to cycle 2. This research was conducted in six meetings, three in cycle 1 and three in cycle 2.

Pre-Listening

This activity focused on activating students' background knowledge. Some activities that were conducted in pre-listening are described in Table 4.

Table 4. The Description of Students' Performance in the Pre-Listening Activities

Focus	Students' Activity	Meeting		
		1	2	3
Activating Students' Background Knowledge	✓ Giving responses to the video screen	50%	60%	70%
	✓ Expressing their ideas about the topic/brainstorming	60%	65%	75%
	✓ Finding the meaning some important words about the topic	60%	75%	80%

The table shows that the percentage of students gave responses on the video screen increase 10% for each meeting. The figure on brainstorming and finding meaning activities

gradually increased. Some students still expressed their ideas in Indonesian. The teacher always reminded them to express their ideas in English. During the study from the cycle 1 until the end of cycle 2, the students got many vocabularies improvement.

Whilst-Listening

This activity focused on the improvement of the listening skills. The activities include note taking, finding main ideas, looking for detail information, and summarizing. Some steps were conducted in this Cycle consisting of five main students' activities, they were drawing attention to the video being played, answering the questions covering the four skills, asking question on difficulties, expressing opinions/arguments about the topic, and getting involved and shared ideas in group discussion. Table 4.5 showed the data findings in whilst-listening.

Table 5 The Description of Students' Performance in the Whilst-Listening Activities

Category (skills)	Focus and Activity	Meeting		
		1	2	3
<ul style="list-style-type: none"> • Taking notes • Identifying main ideas • Identifying detail information • Summarizing 	• Paying attention to the video being played	80	80	80
	• Answering the questions covering four skills: taking notes, identifying main ideas, identifying detail information, and summarizing.	%	%	%
		50	60	70
		%	%	%
	• Asking questions on difficulties			
	• Expressing opinions/arguments about the topic	50	30	25
		%	%	%
		35	45	50
	• Getting involved and shared ideas in group discussion	%	%	%
		50	60	70
		%	%	%

Table 5 indicates that the students had good attention in all meetings. There were 80 percent of the students were enthusiastic to understand the messages through the video being played. Other 20% relied on their friends' answer, so they did not have full attention to the video. Related to the students' activity in answering the questions covering the four skills, there was significant improvement. Ten of the groups (50%) in meeting 1, six groups (60%) in meeting 2, and seven groups (70%) in meeting 3 could answer the questions.

During the study, the significant improvement also showed when 25% of the students in meeting 3 found it difficult during the listening activities. They could minimize the difficulties from the beginning of the study until the end of the study. Some students still found it difficult to find the main ideas of the topic.

When the students were told to express their ideas/arguments about the topic, 35% of the students could express their ideas in meeting one, 45% in meeting 2, and 50% in meeting 3. The students' ability in speaking skill was still low. This also proved that some students still used Bahasa during the group discussion. Although some of them speak Indonesian, the students' involvement and students' participation in sharing ideas showed good improvement.

Based on the results, it was found that the majority of the class followed the listening activities without encountering serious problems. The lowest achievement was found in the ability of the students in expressing their ideas/arguments.

Post-Listening

This activity also provides chances for the learners to strengthen what they had learned. The teacher reviewed the grammatical rules and asked the students' feedback on the topic discussion during the study. The teacher also asked students to download two topics from websites and answering the questions about the four skills, they were note taking, finding main ideas, looking for detail information, and summarizing. The discussion is described in Table 6. Table 6 The Description of Students' Performance in the Post-Listening Activities in Three Meetings of Cycle 2

Focus	Students' Activity	Amount		
		Meeting 1	Meeting 2	Meeting 3
Reinforcements and Follow up activities	✓ Reviewing the grammatical/structure rules	80%	80%	80%
	✓ Giving feedback	85%	80%	85%
	✓ Listening to the materials as extensive listening	70%	70%	80%
	✓ Download the materials from internet	40%	40%	40%
	✓ Answering the questions in worksheet	80%	85%	80%

Table 6 shows that 80% of the students in three meetings had good understanding on grammatical/structural rule. A few students still got difficulties in analysing the grammatical/structural rules about the topics. They still confused to differentiate between perfect and past tense. A good improvement also found in the terms of students' feedback. They looked enthusiastic through the use of videocast, there were 85% in Meeting 1, 80% in meeting 2, and 85% in meeting 3.

As follow-up activities, 70% of the students in Meeting 1 and Meeting 2 did teachers order to listen the materials as extensive listening. There was an improvement in meeting three which was 80%. The lowest students' participation showed in downloading the material from internet. In all meetings, only 40% of the students got the material through internet, other students copied only from their friends. Although some of them copied only from their friends, generally they answered the question in worksheets. Eighty percent or more of the students did the assignment.

In the end of the study, the questionnaire distributed to know the students' responds. It was found that the average score of students' responses was 86.27%.

The Result of the Students' Learning

Referring on the result of the quiz, there was an improvement in listening skill. There were 41.95% of the students in preliminary study got the score below 61 and the average score was 66.23. The result of the students' learning showed an improvement. From the total number of the students, 26 students (86.7%) got higher than or equal to 61 and the rest 4 students (13.3%) got lower than 61. The average score was 74 (range 0-100). Based on the test score, it was further analysed that the improvement of the students' achievement in listening was satisfactory.

Reflection

This section presents reflection concerning the findings in the implementation of the teaching and learning using video-cast. The reflection is conducted to make a judgment whether the criteria of success defined in the study have been attained or not. The reflection is based on the observation of the pedagogical process and students' learning result.

The teaching and learning process indicated that the students had positive response and actively involvement during the study. The average score of participants' responses was 86.27%. Furthermore, the average score of students' involvement was 80.3%. This indicated that the students actively involvement in the teaching-learning process. The positive response and involvement were categorized whether success or not if the mean score of students' involvement was 61% through the observation during the teaching and learning process and

70% of the students had positive response through the questionnaires given in the end of study. Finally, the criteria of success in terms of response and involvement were achieved.

Based on the students' learning results, it was reflected that they have improved their listening skill. The criteria of success defined in this research is met, meaning that the learning result was satisfactory. This was proved that from the total number of the students, 26 students got (86.7%) higher than or equal to 61. The average score was 74 with range 0-100.

Discussion

The success of the teaching of listening is determined by some aspects, one of them is the types of materials. The use of video-cast could be an alternative medium that provides intensive and extensive listening materials. In this study, the researcher conducted intensive listening activities in the classroom and the extensive listening was conducted as follow-up activities outside the class. As Harmer (2007) states, the use of materials as extensive listening can help the students to increase their listening skill because the learners can listen the materials for as many times as they want. This classroom action research, the researcher provided 12 topics, 6 for practices in the classroom as intensive listening and 6 outside the class as extensive listening. The various topics and frequencies of listening using supporting media such as video-cast can help the students to develop their listening skill. This is in line with Cahyono and Widiati (2009) who state that giving students opportunities repeatedly to listen to the listening materials can help the learners to recognize the spoken English sounds, as well as convey the message sounds from the listening materials.

The use of media supports the success of the teaching of listening. videocast as one of technological media has a good contribution in motivating students to learn. This was proved by the students' responses on the use of videocast. They became enthusiastic to learn. The study which was conducted by Yumarnamto and Wibowo (2008) and Hager (2009) found that the use of video-cast makes students highly motivated and enthusiastic to learn. Similarly, Kusumarasdyati (2008) claimed that the use of videos as a teaching tools is able to motivate students and engaged them in some activities associated with aural perception to a target language.

The use of videocast which is the combination of audio, visual, and technological tools implemented in this study showed positive achievement in motivating students to learn. In other words, the use of audio, visual, and technological tools should be considered as important to think in order to get successful teaching and learning (Santoso 2008). This is supported by Jonassen et al. (2003) who state that the use of technology can facilitate learning. Furthermore,

the research on visual technology conducted by Reid (2002) shows that the use of digital video can enhance students' speaking and listening skills and also increase pupils' motivation. Video-cast is intrinsically motivating, the sound and picture lively captures our attention. Willis (1983) states that video is an obvious medium to help students interpret visual cues and relates to visual element with interaction effectively.

The teaching procedure in using video-cast in this study consists of pre-listening, whilst-listening, and post-listening activities. The pre-listening activity is intended to lead the students or activate students' schemata to the topic. This was started by discussing difficult words, and then brainstorming the topic while showing the video screen. In this activity, it is important conducted that the teachers should trigger the students' attention to focus on what they are going to have. It is relevant to Kusumarasdyati's (2004) arguments that the teacher should spend sufficient amount of time to help students construct their appropriate schemata to facilitate comprehension in the beginning stage. By introducing the topic and elicit some vocabulary and expression from the students, it could make them focus on the topic.

The whilst-listening activity provides students with some activities. The video-cast was played two times for answering some questions in the worksheets and then the students discussed their answers. This is the core activity in which the teacher must engage the students to view the video-cast. This core activity should be carefully done and prepared by the instructor since the students can take advantage to learn the target language from the video-cast.

The post-listening activity was conducted to review the grammatical or structural rules and to know students' feedback. In the follow-up activities, the students listened the material the material many times and they answer the worksheets given consisting of taking notes, finding main ideas, looking for specific/detail information, and doing summary. In addition, the listening activities were set up in three phases; pre, whilst, and post-listening. The teaching of listening using Pop Songs with the three phases has effected on students' achievement in listening comprehension and students' motivation.

To know whether the teaching and learning process has achieved the objectives or not, it is necessary to conduct evaluation. Two kinds of evaluation used in this study were the evaluation during the process of implementation of the action which was conducted by observing the learning-teaching activities and the evaluation in the end of implementation of the action by listening test or quiz. The test was focusing on identifying the students' listening skill in finding main ideas, taking notes, looking for detail information, and summarizing. The

average score of students' responses was 81.87% in Cycle 1 and 86.27% in cycle 2. The average score of students' involvement was 73.7 % in cycle 1 and 80.3 % in cycle 2.

Kusumarasdyati (2008) and Reid (2002) found that the use of video can develop listening skills. Reid conducted her research in 50 schools from across the UK. Research by Herron, et al. (1995) the use of language videos aid in information retention and increased students' comprehension scores as the descriptive pictures in the form of visual support help UK's students learn French. The study shows that extensive listening can facilitate richness context that visual organisers offer.

Some of the video-cast contributions are that it provides the students many opportunities to view the authentic language use particularly in listening from serving as the language input of target language. The input is an external factor that facilitates language learning in understanding spoken language (Ellis, 1997). This might show that without the input the language learning cannot occur.

Video-cast which therefore considered as a teaching medium for English that is an essential tool to teaching resources. To sum up, some factors that video-cast can help the students improve their listening skills are through communication, the aspects of non-verbal communication, motivation, and cross cultural comparison. These ideas are supported by Stempleski and Tomalin (1990).

Through communication, the communication activities encourage students find out things on the bases of video-cast. The tool sequence applied in classroom make learners ready to communicate in the target language. Such a media provides students to see non-verbal communication such as gestures, expression and posture, dress and surroundings are as eloquent as what the messages delivered. Through motivation, the movement, sound, and visual can make language more comprehensively and realistically. By using a video-cast sequences in class is best thing to experiencing the sequence in real-life, exploit the students' motivation and guide to successful language learning. While through cross-cultural comparison, the media can provide the different cultures, so the video-cast exploits cultural comparison which is adequate for learners in class.

In addition, video-cast can enhance both the students' listening skill and their involvement in the teaching and learning process. Therefore, as shown in this study, video-cast can be used whether in the classroom as intensive listening or outside the class as extensive listening. The provision of variety options on the Internet help teachers to prepare abundant materials used as the instructional media in listening activities.

Based on the results, pedagogical implications include the provision of authentic materials for English language teaching materials, an alternative language teaching methodology using technology into practices whether in or outside class activities, and helping students to engage more in learning using audio-visual aid tools. Although this classroom research study specifically belongs to specific people or areas, such an issue may be experienced by other teachers and students, particularly in English Language Teaching as a Foreign Language, and then would become a role teaching and learning model.

Conclusion

This study has examined the use of video-cast to enhance listening skill of English Department students of IAIN Palopo. Pre-listening, whilst-listening, and post-listening are the three activities integrated with video-cast in and out of class. Pre-listening plays an important role to activate prior knowledge (students' schemata) and language by asking students to discuss some difficult words or phrases and by brainstorming the subject matter learnt while watching on the video screen. In whilst-listening, the learning process focuses on the note taking, finding main ideas, finding detail information, and summarizing through the video playing twice. Post-listening was done by conducting a review on structural or grammar rules and asking feedback from the students. For more practices, the follow-up activities were done by requesting students to listen to the two new topics downloaded from internet as extensive listening.

The application of video-cast, whether in the classroom or outside the classroom, gives positive responses to the students. The use of audio-visual media containing native speakers' voices as input, can attract students to engage in learning. The sound and video combination in the multimedia can improve students' skills in listening. The students can gain information faster and feel more confident using technological tools in their lesson. The variety authentic materials for listening instruction help teachers to design and utilised intensive and extensive listening materials. Teachers have many choices to construct lesson plan for listening activities to help students listen to message in the target language.

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